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ABSTRACT

This student interest survey was conducted in Spring 2003 by Glendale Community College North (GCCN), Arizona. The purpose of the survey was to determine student preference for courses, course times and frequencies, and for other college student services they might need and want. In addition, an attempt was made to uncover any enrollment obstacles students might encounter. The survey was administered to over 1,000 students. Findings indicate that over two-thirds of students want their classes to meet twice a week, while just over 20% want classes that meet once a week, and 10% want classes to meet three times a week. Respondents also preferred course sessions of either 15 or 8 weeks, rather than the shorter 2- and 5-week classes. Almost three-quarters of respondents attend GCCN because of its proximity to their homes, while less than four percent attend because of its proximity to their work. Almost 85% of GCCN students are employed, and approximately 50% of those employed work the near equivalent of a full-time job. 20.25% of respondents were interested in career counseling, 19.62% were interested in academic counseling, and 13.6% were interested in job referrals. Contains 12 tables, raw survey results, and research instrument. (NB)

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GLENDALE COMMUNITY COLLEGE
NORTH

ED 482 501

STUDENT SURVEY OF INTERESTS

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JULY, 2003

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TO: GCC Administrators, Faculty and Staff

FROM: Alberto Sanchez, Dean of Student and Community Services

SUBJECT: Student Survey of Interests at GCC North

DATE: August 26, 2003

Last spring, faculty and staff conducted a student survey of interests at GCC North. The results of this survey have been compiled and placed in a narrative and tabular form that should be readable and easily understood. The raw data was computed by our College Research Services Office and is included as an appendix to this report. Special thanks to Michael C. Petrowsky, Professor of Economics and DeeDee Denslow, Coordinator, GCC North, for their effort in preparing this planning report.

EXECUTIVE SUMMARY

During the spring semester of 2003, faculty and staff at Glendale Community College North (GCCN) conducted a student interest survey. The purpose of the survey was to determine student preferences for courses, course times and frequencies, and for other college student services those students might need and want. In addition, an attempt was made to uncover any enrollment obstacles that students might encounter. Salient findings of the study included the following:

- Students prefer to take courses during 7AM to 1PM and during 5PM to 10PM.
- Students prefer to take courses that are of eight, 12, and 15 weeks duration.
- The preferred class weekly meeting time is twice per week.
- The primary reason for students' attending GCCN is its proximity to home.
- While most students know about GCCN because it is close to home, college mailings appear to be an effective recruitment tool.
- Approximately 50 percent of the students work more than 30 hours per week
- The chief obstacle to student attendance appears to be inconvenient class hours and the limited availability of courses and programs.
- The most preferred college services are for career and academic counseling.
- The most preferred courses are in the social/behavioral sciences, personal enrichment, and CIS areas. Occupational courses were the least preferred.

GLENDALE COMMUNITY COLLEGE NORTH:
STUDENT SURVEY OF INTERESTS

Introduction

During the spring, 2003 semester, GCC faculty and staff developed a survey instrument that attempted to assess student preferences at the GCC North campus in the areas of course selection, duration, and frequency, as well as for other related college services. The survey was subsequently administered to over 1,000 students over a one-week period in March. The survey instrument, along with the raw data that was generated by our College Research Services Office, is shown in the Appendix to this report. What follows is a narrative that attempts to provide a coherent picture of this data.

Student Preferences for Course Days & Times

The first question on the survey asked students to indicate their most convenient days and times to take classes at GCC North. Given the cumbersome nature of the question, it was not surprising that students provided almost 8700 responses. Table 1 simplifies this data, however, by converting these responses into percentages. As the Table indicates, students prefer the 7AM to 1PM time block as well as the 5PM to 10PM segment. Indeed, over two thirds of the students expressed preferences for these time periods.

The Table also reveals that students show a strong preference for weekday classes. A finer breakdown of the Monday to Friday data reveals that student preferences for Friday classes are about a third less than for Monday through Thursday classes; while preferences for weekend classes is weak, the preference is for Saturday over Sunday offerings.

It is not clear if these preferences are innate or simply reflect the current pattern of courses offered at GCCN. Because student course preference for the weekday 1PM to 5PM time blocks is weak, enrollment initiatives that included differential pricing and the targeting of high schools would have to be used. For weekend courses, a repackaging of courses that focused on cohorts and blocked programs of study might be attempted.

Student Preferences for Course Duration (Length)

The second question on the survey attempted to assess student preferences for course length or duration. The results are shown in Table 2. The strongest preferences are for the eight and fifteen week classes; the weakest interest is shown for the two and five week classes. But again, it is not clear if these preferences are innate or simply reflect the

schedule of what is currently being offered. Still, the pattern seems to be one that favors a longer course length.

Student Preference for Course Meeting Time Frequency

Table 3 shows student preferences in terms of the number of times a class meets per week. The data, as summarized by the College Research Services Office, indicates that over two thirds of the students want their classes to meet twice a week. Slightly more than 20 percent want classes that meet once a week, while even less (10 percent) want classes to meet three times a week. Whether this reflects an innate preference or is simply a reflection of current course schedules is unknown, but it does raise uncertainties for those courses (like science and foreign languages) that require attendance three and even four times per week.

Student Reason(s) for Attending GCCN

What is the *primary* reason that attracts students to the GCC North campus? Table 4 analyses the reasons that students stated. The data, as compiled by College Research Services, shows that almost three-quarters of the students attended GCC North because of its proximity to home. Less than four percent indicated that the college's proximity to work was a compelling reason for their attendance. Even more striking, perhaps, was the fact that less than 22 percent attended because of the course offerings. From this, it is very clear that GCC North's comparative advantage lies in the fact that it is in a growing residential neighborhood. Convenience, then, and the fact that one does not have to go "downtown" to take classes, is GCC North's main selling point in the absence of a defined market niche that focuses on specific programs.

How did students find out about GCCN?

Question 5 on the survey attempted to understand how students learned about GCC North, with a focus on whether the college's enrollment initiatives were effective. The results are summarized and shown in Table 5. College mailings appear to be effective, for almost 25 percent of the polled students indicated that they found out about GCCN through this medium. Word of mouth, however, has also played a major role, for 27 percent found out about GCCN through their high school, another student, or through a family member. Still, almost one third of the students knew about the college because they lived in the area, a finding that strongly supports the college's marketing strength as being one that is geographically based – i.e., on its proximity to a growing residential neighborhood.

What are the reasons that make it difficult for students to take classes?

The enrollment obstacles that students face at GCC North are explored in the sixth question of the survey and are summarized in Table 6. It is perhaps useful to distinguish between obstacles that are not controllable by GCC versus those impediments that could be controlled by GCC given a change in existing procedures. As an example, uncontrollable factors might include family responsibilities (16 percent), transportation and distance considerations (14 percent), and work related issues (5 percent). Thus, over one third of these stated reasons are not controllable by GCC North. Despite this, though, over two thirds of these stated reasons could be possibly (and positively) impacted by administrative changes in hours, courses, programs, and tuition.

Student Employment

Student employment is frequently an obstacle to student enrollment and to student academic success. At GCC North, the vast majority of students do have paid employment. As Table 7 illustrates, almost 85 percent of the GCC North students are employed. Approximately 50 percent of these students, moreover, work what is the near equivalent (30 or more hours) of a full time job. Seventy five percent of these students work 20 or more hours per week. Because employment demands may interfere with academic success, it might be advisable to give these students a copy of the *Student Handbook*, and especially that part of the handbook (pp.22-23) that illustrates a weekly "Time and Academic Demands Schedule."

Student Interest in Counseling Services

The eighth survey question asked students if they were interested in any of the counseling services that the GCC main campus makes available. Their responses are summarized in Table 8. Career counseling, academic counseling, and (to a lesser extent) job referrals generated some interest. But other types of assistance such as resume writing, interview techniques, and personal counseling revealed weak student interest. This may reflect an older student population as well as the fact that most of these students are already employed.

Student Course Preferences

Students were asked to indicate courses that might be of interest to them. The raw data provided by College Research Services is shown in the Appendix. Table 9, however, summarizes and organizes this data by the course categories listed on the survey. As the Table indicates, the strongest student preferences are in social/behavioral, CIS, and personal enrichment areas; the weakest student preference is in the occupational fields. Whether these preferences are innate or reflect current course offerings is unknown.

Table 10 identifies the top ranking (i.e., the most preferred) course in each of the course categories that were on the survey instrument. These courses represent over 20 percent of the total (8033) student course preferences that were expressed. So, and even though occupational courses were given the least student preference, the specific course of criminal justice is ranked relatively high. This information might be helpful in balancing scheduled course offerings (in terms of curricula, programs, etc.,) with student interests.

Tables 11 and 12 break down these aggregate numbers another way by examining the top ten courses that showed the strongest and weakest student preferences. Table 11, for example, shows the top ten courses for which students showed an interest. Student interest in psychology courses (406 responses) is clearly the frontrunner, while the remaining nine courses are all in the 200 plus response range. These ten courses, moreover, account for almost a third (30.78%) of the total student responses for course interest.

Table 12 examines the course interest data by taking the opposite view. Here the ten *least* preferred courses are shown in rank order. Business English is clearly the least preferred course, but other courses, such as Arithmetic Review, College Study Skills, and Computer Aided Drafting, scored equally low as well. These ten courses made up less than ten percent (9.33%) of the total student responses for course interest.

The juxtaposition of Tables 11 and 12 can be quite useful in terms of defining resource allocation issues such as the scheduling of courses. Enrollment and student satisfaction *might* be improved if course scheduling efforts were redirected to those courses (such as the top ten) for which students indicated the greatest interest. The emphasis, though, should be on the word "might" because an interest may not reflect a preference that leads to an enrollment decision, for reasons ranging from finance and time to course and program requirements.

Student Marketing Profile

Based on the information in this survey, what is the profile of a GCCN student? From the data, it is clear that the typical GCCN student works full time or works in a job that requires 30 hours or more per week. Because of these time constraints, these students prefer classes that are offered either early in the morning (the 7AM to 1PM block) or at night. The student time constraints also probably dictate their preference for courses that are of long duration (12 to 15 weeks) and that meet twice a week. The lack of a major office or industrial park in the area (like SCC's Airpark Campus) means that these students enroll at GCCN because of its proximity to their homes. The chief enrollment obstacle that these students face in terms of attending GCCN is the limited course offerings that the campus has because of its size. Although most students live in the immediate area, and thus already know about the existence of GCCN, they still find the GCC mailings to be useful for its timely enrollment information.

These students would appear to favor career and academic counseling, but would eschew personal counseling and other career development initiatives such as resume writing and interview techniques, with the latter disinclination reflecting the fact that they are already employed.

The currently employed (nearly full time) status of these students may also be reflected in their course preferences, for they clearly want general courses in the social/behavioral, CIS, and personal enrichment areas, while showing much less interest in occupational courses. In effect, these students are already in the world of work and appear to have some idea of what they want, with the focus being on general academic and computing courses with some additional interest in personal enrichment.

TABLE 1

What are the most convenient days/times for you to attend classes at GCC North? (By raw responses and percentages of the total.)

Time	Monday – Friday		Sat – Sun		Total	
7AM – 10AM	1554	(17.86%)	265	(3.04%)	1819	(20.90%)
10AM – 1PM	1507	(17.32%)	258	(2.96%)	1765	(20.28%)
1PM – 3PM	796	(9.15%)	186	(2.13%)	982	(11.28%)
3PM – 5PM	680	(7.81%)	161	(1.85%)	841	(9.66%)
5PM – 8PM	1771	(20.36%)	199	(2.28%)	1970	(22.64%)
8PM – 10PM	1149	(13.20%)	172	(1.97%)	1321	(15.17%)
TOTAL	7457	(85.73%)	1241	(14.27%)	8698	(100%)

TABLE 2

Which course duration (length) would you be most interested in?

Course Length	No. of Responses	% of Total
2 Week Classes	153	7.31%
5 Week Classes	224	10.70%
8 Week Classes	462	22.07%
10 Week Classes	362	17.29%
12 Week Classes	417	19.92%
15 Week Classes	475	22.69%
TOTAL	2093	100%

TABLE 3

What is your preference as to the number of times a class meets per week?

Class Frequency	No. of Responses	% of Total
1 time per week	201	21.38 %
2 times per week	647	68.82 %
3 times per week	92	10.00%
TOTAL	940	100 %

TABLE 4

What is your primary reason for attending Glendale Community College North?

Primary Reason	No. of Responses	% of Total
Close to Home	638	74.61 %
Close to Work	28	3.27 %
Course Offerings	180	21.05 %
Other	9	1.05 %
TOTAL	855	100 %

TABLE 5

How did you find out about Glendale Community College North?

Source of Information	No. of Responses	% of Total
College Mailings	298	23.29 %
Newspaper Ads	23	1.79 %
Radio	14	1.09 %
Familiar with/ Live in area	413	32.29 %
Employer	25	1.95 %
Family Member	94	7.34 %
Another Student	120	9.38 %
High School	135	10.55 %
Other	157	12.27 %
TOTAL	1279	100.00 %

TABLE 6

Please identify which of the following reasons make it hard for you to take classes.

Reason/Obstacle	No. of Responses	% of Total
Family Responsibilities	280	15.97 %
Transportation	160	9.12 %
Child Care	84	4.79 %
Distance to Campus	87	4.96 %
Inconvenient Class Hours	254	14.49 %
Courses Not Available	383	21.84 %
Programs Not Available	134	7.64 %
Cost of Tuition	187	10.66 %
Other	184	10.49 %*
TOTAL	1753	100.00 %

* Work/employment is about 50 percent of this category.

TABLE 7

How many hours per week do you work?

Hours Worked Per Week	No. of Responses	% of Total
Not employed outside of home	156	15.52 %
Less than 10	22	2.18 %
10 – 19	65	6.46 %
20 – 30	256	25.47 %
31 – 40	266	26.46 %
More than 40	240	23.88 %
TOTAL	1005	100.00 %

TABLE 8

Are you interested in any of the following types of counseling services?

Counseling Service, By Type	No. of Responses	% of Total
Career Counseling	320	20.25 %
Academic Counseling	310	19.62 %
Personal Counseling	56	3.54 %
Job Referrals	215	13.60 %
On Campus Employment	108	6.83 %
Resume Writing	100	6.57 %
Interview Techniques	85	5.37 %
None	386	24.43 %
TOTAL	1580	100.00 %

TABLE 9

STUDENT PREFERENCES, BY MAJOR COURSE CATEGORY

Course Category	No. of Responses/Preferences	% of Total
Math	911	11.34 %
Humanities	921	11.46 %
Social/Behavioral Sciences	1484	18.47 %
Occupational	739	9.19 %
Computer Information Systems	1348	16.78 %
Business	1255	15.62 %
Personal Enrichment	1375	17.11 %
TOTAL PREFERENCES	8033	100.00 %

TABLE 10

HIGHEST STUDENT PREFERRED COURSE, BY COURSE CATEGORY

Course Category	Course	No. of Responses	% of Total
Math	College Algebra	246	
Humanities	World Religion	231	
Social/Behavioral	Psychology	406	
Occupational	Criminal Justice	181	
Computer Information Systems	Creating Web Pages	184	
Business	Intro to Business	160	
Personal Enrichment	Yoga	243	
TOTAL PREFERENCES		1651	20.55 % *

* These courses represent over 20 percent of the total (8033) student preferences expressed.

TABLE 11

TEN HIGHEST RANKING STUDENT PREFERRED COURSES

Course	No. of Responses/Preferences	% of Total
Psychology	406	
Sociology	270	
College Algebra	246	
Yoga	243	
History	233	
World Religion	231	
Philosophy	216	
Food & Nutrition	212	
Computer Networking	210	
Communication	206	
TOTAL PREFERENCES	2473	30.78 % *

* Total student responses (preferences) for all courses were 8033.

TABLE 12

TEN LOWEST RANKING STUDENT PREFERRED COURSES

Course	No. of Responses/Preferences	% of Total
Business English	52	
Arithmetic Review	65	
College Study Skills	66	
Computer Aided Drafting	67	
Assertiveness Training	68	
Finite Math	70	
Legal/Ethical/Regulatory Issues in Business	81	
Contemporary Cinema	91	
Anthropology	93	
Finance	97	
TOTAL	750	9.34 % *

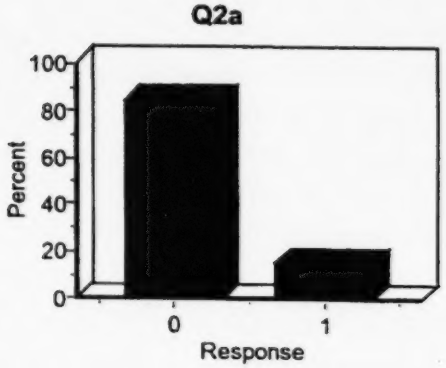
* Out of 8033 total student preferences.

APPENDIX

Raw Survey Results

Item Analysis: Q2a

Label	Value	Frequency	Percent
0	0	869	85.03
1	1	153	14.97
Total Valid		1022	100.00



Item Analysis: Q2b

Label	Value	Frequency	Percent
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1	1	224	21.92
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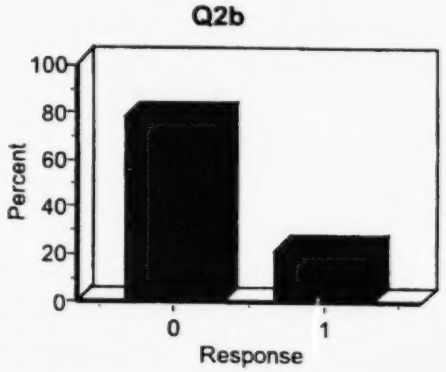

Item Analysis: Q2c

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1	1	462	45.21
0	0	560	54.79
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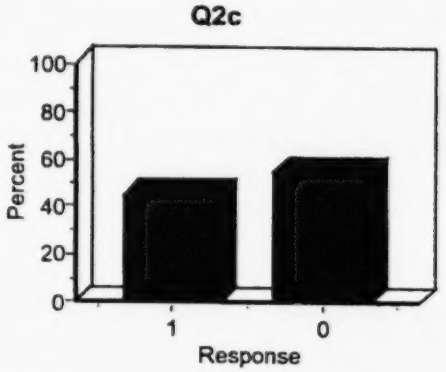

Item Analysis: Q2d

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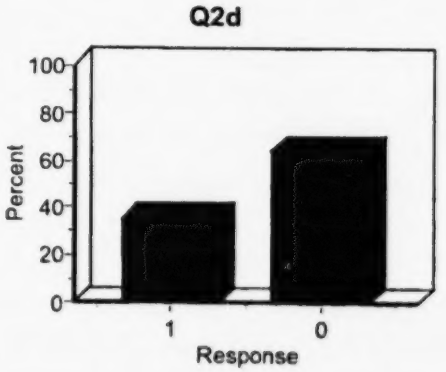

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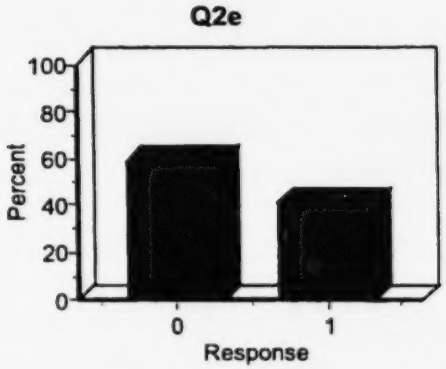

Item Analysis: Q2f

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1	1	475	46.48
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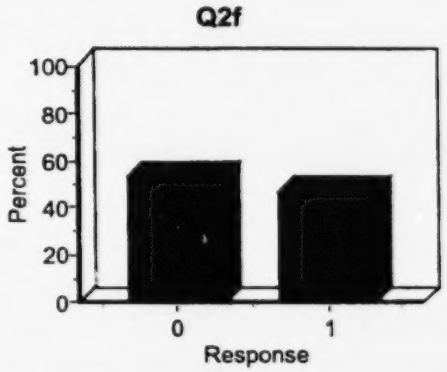
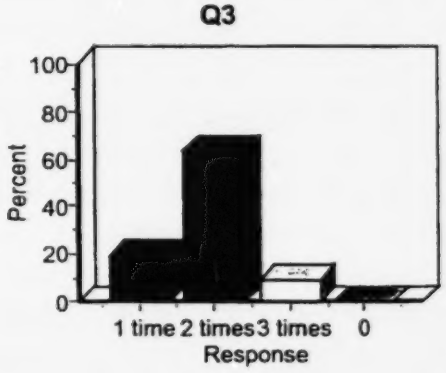


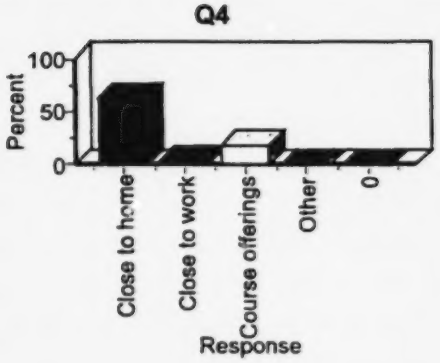
Item Analysis: Q3

Label	Value	Frequency	Percent
1 time	1	201	19.67
2 times	2	647	63.31
3 times	3	92	9.00
0	0	2	0.20
Total Valid		942	92.17
Total Missing	-1	80	7.83
Total		1022	100.00



Item Analysis: Q4

Label	Value	Frequency	Percent
Close to home	1	638	62.43
Close to work	2	28	2.74
Course offerings	3	180	17.61
Other	4	9	0.88
0	0	1	0.10
Total Valid		856	83.76
Total Missing	-1	166	16.24
Total		1022	100.00



Item Analysis: Q5a

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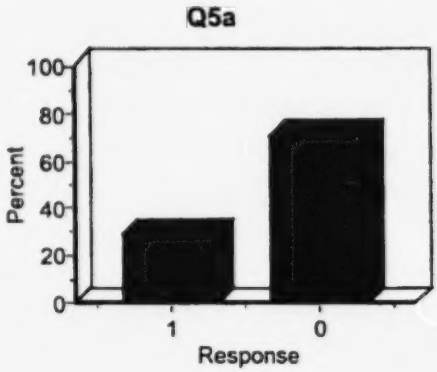

Item Analysis: Q5b

Label	Value	Frequency	Percent
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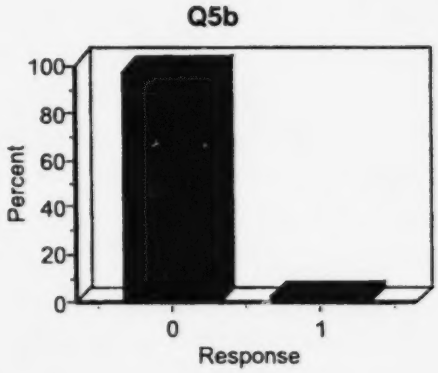

Item Analysis: Q5c

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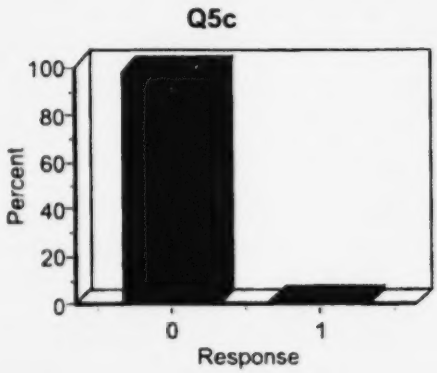

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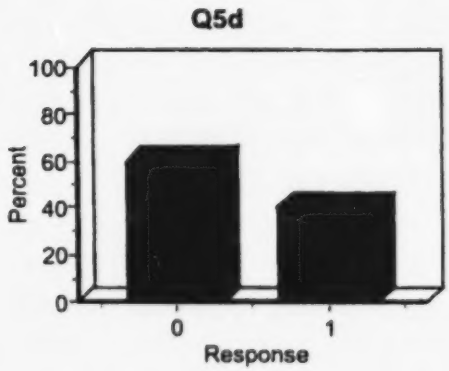

Item Analysis: Q5e

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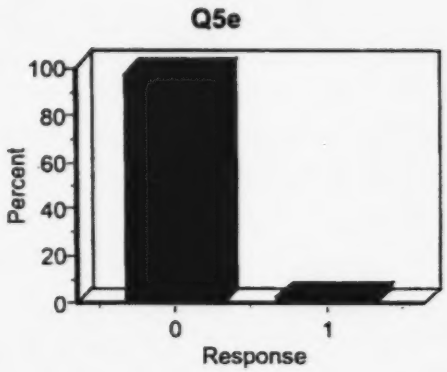

Item Analysis: Q5f

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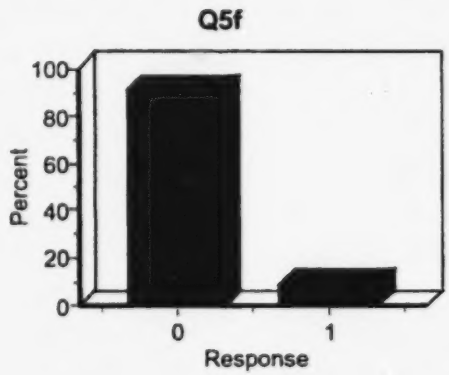

Item Analysis: Q5g

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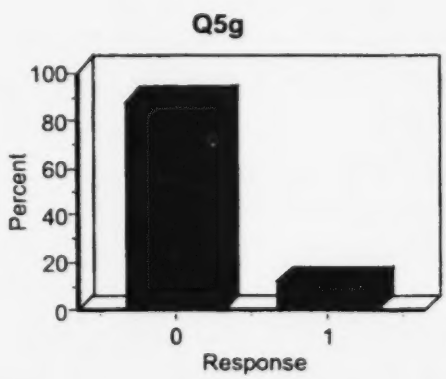

Item Analysis: Q5h

Label	Value	Frequency	Percent
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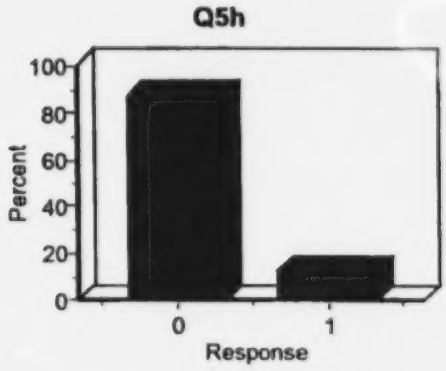
1	1	135	13.21
Total Valid		1022	100.00



Item Analysis: Q5i

Label	Value	Frequency	Percent
0	0	865	84.64
friend	-	1	0.10
1	1	31	3.03
GCC Main	-	12	1.17
NEC	-	1	0.10
on-line website	-	1	0.10
GCC	-	8	0.78
Did not know about it until signed up for GCC main	-	1	0.10
GCC itself	-	1	0.10
GCC website	-	1	0.10
course only offered here	-	1	0.10
GCC main website	-	1	0.10
GCC main	-	3	0.29
Another college	-	1	0.10
Internet	-	1	0.10
Driving	-	1	0.10
internet	-	2	0.20
yoga	-	1	0.10
Main Campus	-	2	0.20
From GCC Main	-	1	0.10
In syllabus	-	1	0.10
Refer by Main Campus	-	1	0.10
Looked around	-	1	0.10
Course offered here	-	1	0.10

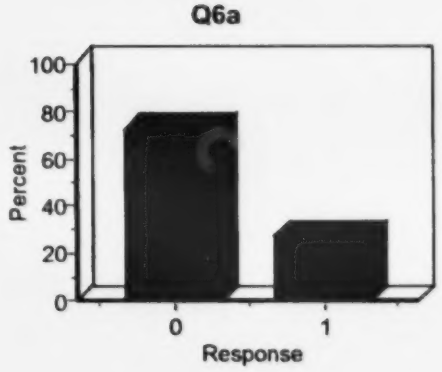
Label	Value	Frequency	Percent
Class schedule book	-	1	0.10
GCC Website	-	1	0.10
went to NEC	-	1	0.10
attend GCC Main	-	1	0.10
drove by	-	1	0.10
www	-	1	0.10
smaller classes	-	1	0.10
previously attended	-	1	0.10
visit to GCC Main and there summer catalogs on campus	-	1	0.10
college class	-	1	0.10
website	-	2	0.20
registration on internet	-	1	0.10
in course catalog	-	1	0.10
online	-	1	0.10
class fit in the schedule	-	1	0.10
not so crowded	-	1	0.10
interent	-	1	0.10
class schedule	-	1	0.10
I was told about it by a staff member before it was built	-	1	0.10
postcards	-	1	0.10
catalog	-	1	0.10
teacher	-	1	0.10
main	-	1	0.10
web	-	1	0.10
attending GCC	-	1	0.10
drove past	-	1	0.10
by accident	-	1	0.10
registration book	-	1	0.10
flyer in mail	-	1	0.10
drive by	-	1	0.10
GCC Webpage	-	1	0.10
at registration	-	1	0.10
driving by	-	1	0.10

Label	Value	Frequency	Percent
GCC Main course guide	-	1	0.10
saw it being built and enrolled	-	1	0.10
main campus	-	1	0.10
Drove by & saw it	-	1	0.10
co-worker	-	1	0.10
Interest	-	1	0.10
Advisement Center @ GCC main	-	1	0.10
GCC South	-	1	0.10
College course schedule	-	1	0.10
Class was only available at GCCN	-	1	0.10
Had my class	-	1	0.10
class listing	-	1	0.10
Internet class schedule	-	1	0.10
ASU Advisor	-	1	0.10
Diane Denslow	-	1	0.10
Drove by	-	1	0.10
Went to NEC	-	1	0.10
Class schedule	-	2	0.20
Attend GCC main also	-	1	0.10
GCC Main catalog	-	1	0.10
Computer	-	1	0.10
GCC campus	-	1	0.10
Riding by on Happy Valley	-	1	0.10
Instructor at GCC Main	-	1	0.10
I went to NEC!	-	1	0.10
Agenda book	-	1	0.10
Main campus	-	2	0.20
My Mom	-	1	0.10
College reference	-	1	0.10
Was moving here looked up local school	-	1	0.10
Glendale College	-	1	0.10

Label	Value	Frequency	Percent
Through GCC Main	-	1	0.10
Register online	-	1	0.10
in GCC main course catalog	-	1	0.10
School Counselor	-	1	0.10
I attend GCC Main	-	1	0.10
When registering at GCC	-	1	0.10
Internet GCC Webpage	-	1	0.10
Catalog	-	2	0.20
Website	-	1	0.10
Driving around	-	1	0.10
Counselor	-	1	0.10
NEC Counselors	-	1	0.10
Lived close to it!	-	1	0.10
Saw it being built	-	1	0.10
Total Valid		1022	100.00

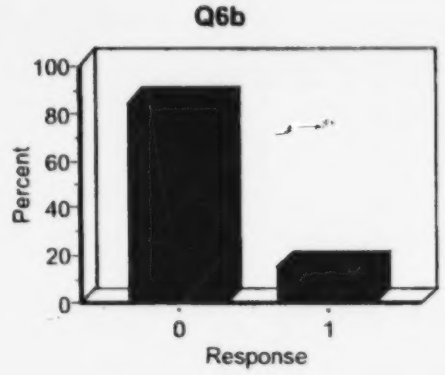
Item Analysis: Q6a

Label	Value	Frequency	Percent
0	0	742	72.60
1	1	280	27.40
Total Valid		1022	100.00



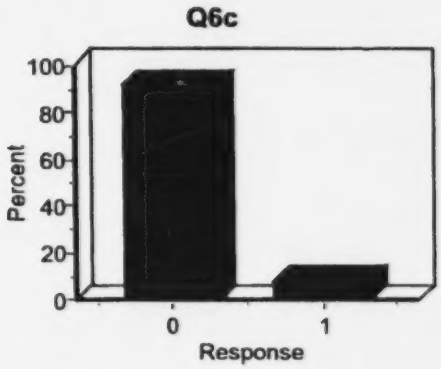
Item Analysis: Q6b

Label	Value	Frequency	Percent
0	0	862	84.34
1	1	160	15.66
Total Valid		1022	100.00



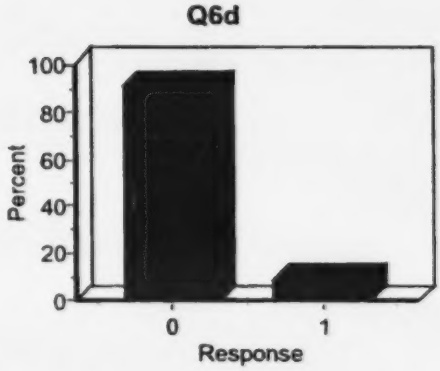
Item Analysis: Q6c

Label	Value	Frequency	Percent
0	0	938	91.78
1	1	84	8.22
Total Valid		1022	100.00



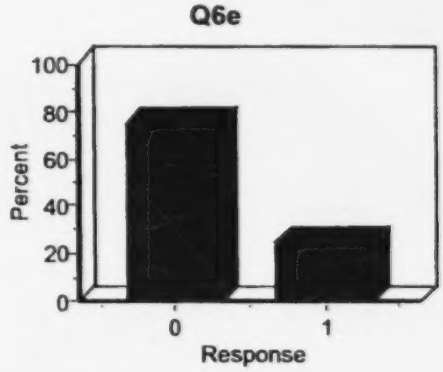
Item Analysis: Q6d

Label	Value	Frequency	Percent
0	0	935	91.49
1	1	87	8.51
Total Valid		1022	100.00



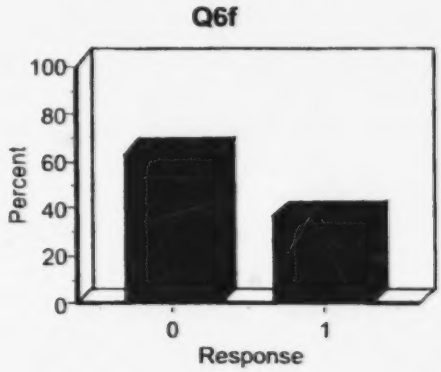
Item Analysis: Q6e

Label	Value	Frequency	Percent
0	0	768	75.15
1	1	254	24.85
Total Valid		1022	100.00



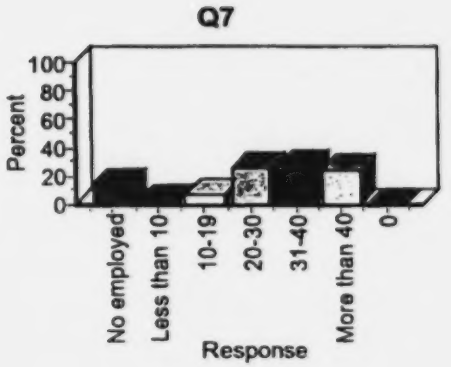
Item Analysis: Q6f

Label	Value	Frequency	Percent
0	0	639	62.52
1	1	383	37.48
Total Valid		1022	100.00



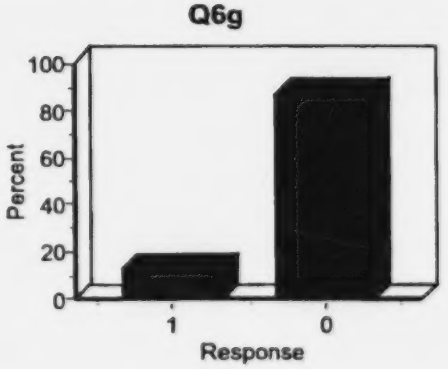
Item Analysis: Q7

Label	Value	Frequency	Percent
No employed	1	156	15.26
Less than 10	2	22	2.15
10-19	3	65	6.36
20-30	4	256	25.05
31-40	5	266	26.03
More than 40	6	240	23.48
0	0	2	0.20
Total Valid		1007	98.53
Total Missing	-1	15	1.47
Total		1022	100.00



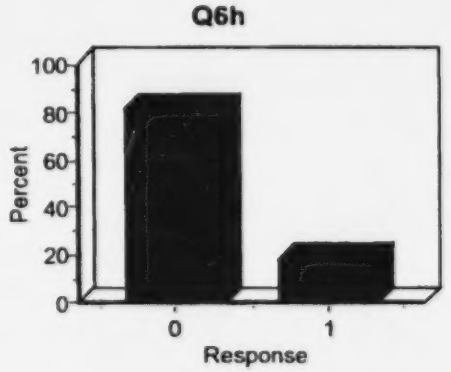
Item Analysis: Q6g

Label	Value	Frequency	Percent
1	1	134	13.11
0	0	888	86.89
Total Valid		1022	100.00



Item Analysis: Q6h

Label	Value	Frequency	Percent
0	0	835	81.70
1	1	187	18.30
Total Valid		1022	100.00



Item Analysis: Q6i

Label	Value	Frequency	Percent
0	0	826	80.82
work	-	82	8.02
work schedule	-	12	1.17
work hours	-	5	0.49
1	1	23	2.25

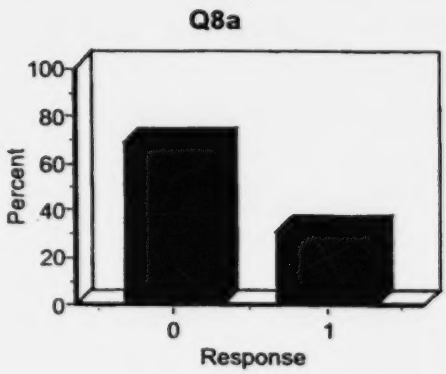
Label	Value	Frequency	Percent
Time	-	1	0.10
work responsibilities	-	2	0.20
Courses not available at time needed	-	1	0.10
work/tired	-	1	0.10
job	-	2	0.20
work conflicts	-	1	0.10
Church responsibilities	-	1	0.10
full time job	-	1	0.10
times for class	-	1	0.10
Flight attendant/irregular schedule	-	1	0.10
Lack of choices of hours available for Yoga	-	1	0.10
Work	-	4	0.39
Changing Work Schedule	-	1	0.10
Nothing	-	1	0.10
None	-	2	0.20
work scheduling	-	1	0.10
job too many hours	-	1	0.10
cost of books	-	1	0.10
university student	-	1	0.10
schedule not flexible	-	1	0.10
none	-	4	0.39
Not offered only 2 x 1wk	-	1	0.10
Full time work	-	1	0.10
responsibilities	-	1	0.10
fit in work	-	1	0.10
job/occupation	-	1	0.10
work two jobs	-	1	0.10
work unpredictability	-	1	0.10
life gets in my way	-	1	0.10

Label	Value	Frequency	Percent
work over 50 hours a week	-	1	0.10
winter resident	-	1	0.10
Still in high school/work	-	1	0.10
other classes	-	1	0.10
courses not available at North Campus	-	1	0.10
not too many saturday classes	-	1	0.10
Not motivated by school/Instructor	-	1	0.10
working full time	-	1	0.10
I am a busy beaver	-	1	0.10
Work 40hrs wk sometimes over	-	1	0.10
other classes/work	-	1	0.10
No place to work on homework ie. comp lab/library etc.	-	1	0.10
Military	-	1	0.10
Job schedule	-	1	0.10
Job	-	3	0.29
Career	-	1	0.10
Cost of books	-	1	0.10
Work responsibilities	-	2	0.20
Timing of classes vs. free time	-	1	0.10
Friend	-	1	0.10
Work schedule	-	1	0.10
Time/Schedule with classes. I teach at Main	-	1	0.10
Health	-	1	0.10
Other school	-	1	0.10
Sports/basketball	-	1	0.10
Still in High School	-	1	0.10
Work/band	-	1	0.10
Not hard for me	-	1	0.10

Label	Value	Frequency	Percent
in high school	-	1	0.10
money/student aid	-	1	0.10
nothing	-	1	0.10
Lazy	-	1	0.10
Time of classes need more Friday classes	-	1	0.10
Total Valid		1022	100.00

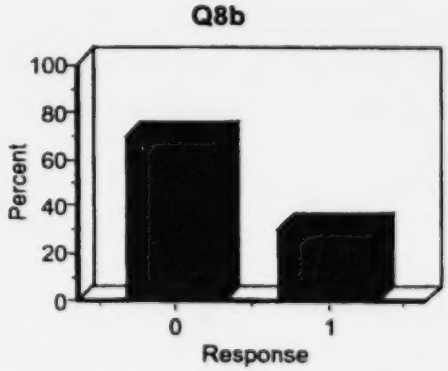
Item Analysis: Q8a

Label	Value	Frequency	Percent
0	0	702	68.69
1	1	320	31.31
Total Valid		1022	100.00



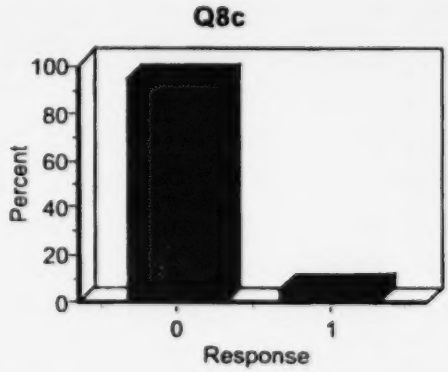
Item Analysis: Q8b

Label	Value	Frequency	Percent
0	0	712	69.67
1	1	310	30.33
Total Valid		1022	100.00



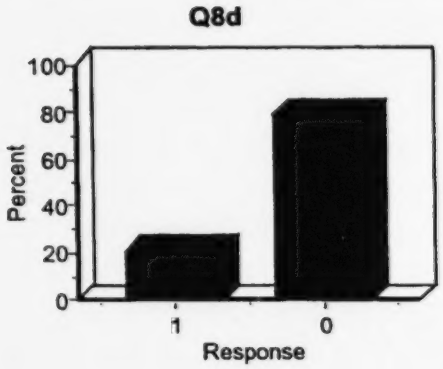
Item Analysis: Q8c

Label	Value	Frequency	Percent
0	0	966	94.52
1	1	56	5.48
Total Valid		1022	100.00



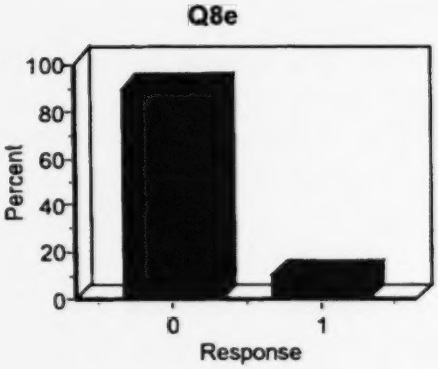
Item Analysis: Q8d

Label	Value	Frequency	Percent
1	1	215	21.04
0	0	807	78.96
Total Valid		1022	100.00



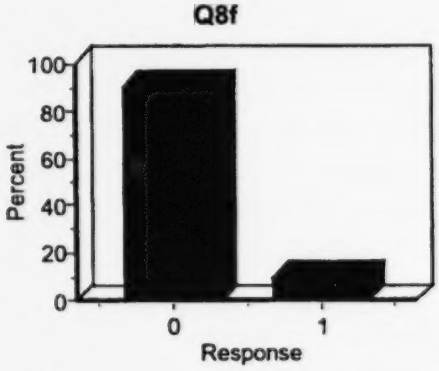
Item Analysis: Q8e

Label	Value	Frequency	Percent
0	0	914	89.43
1	1	108	10.57
Total Valid		1022	100.00



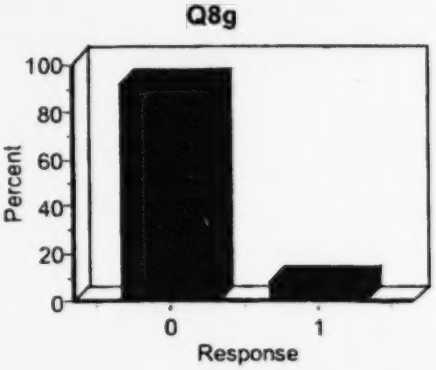
Item Analysis: Q8f

Label	Value	Frequency	Percent
0	0	922	90.22
1	1	100	9.78
Total Valid		1022	100.00



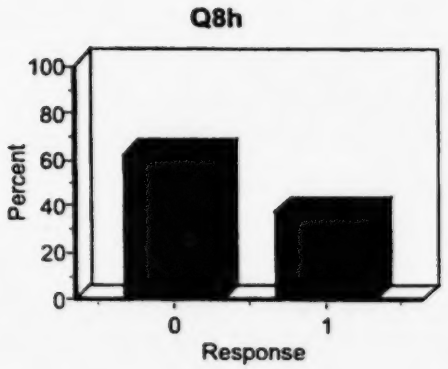
Item Analysis: Q8g

Label	Value	Frequency	Percent
0	0	937	91.68
1	1	85	8.32
Total Valid		1022	100.00



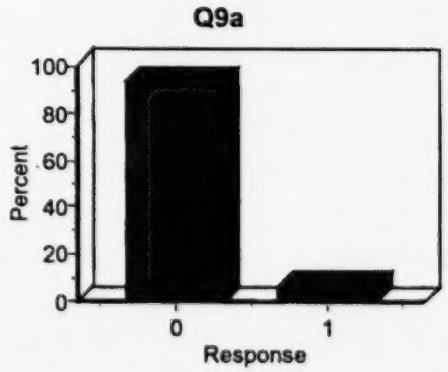
Item Analysis: Q8h

Label	Value	Frequency	Percent
0	0	636	62.23
1	1	386	37.77
Total Valid		1022	100.00



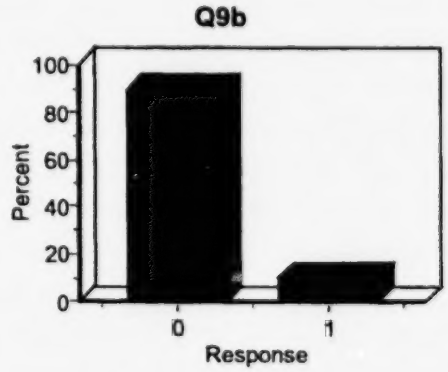
Item Analysis: Q9a

Label	Value	Frequency	Percent
0	0	952	93.15
1	1	70	6.85
Total Valid		1022	100.00



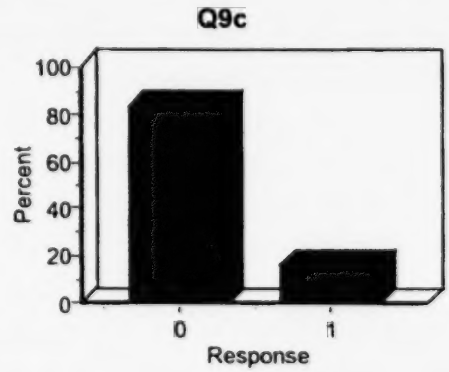
Item Analysis: Q9b

Label	Value	Frequency	Percent
0	0	916	89.63
1	1	106	10.37
Total Valid		1022	100.00



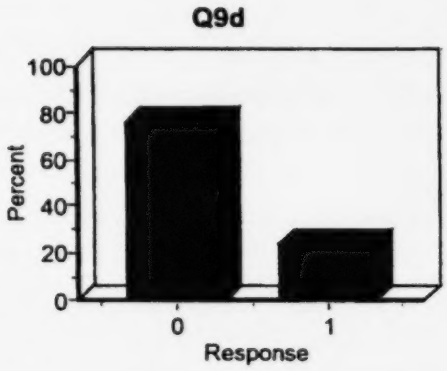
Item Analysis: Q9c

Label	Value	Frequency	Percent
0	0	861	84.25
1	1	161	15.75
Total Valid		1022	100.00



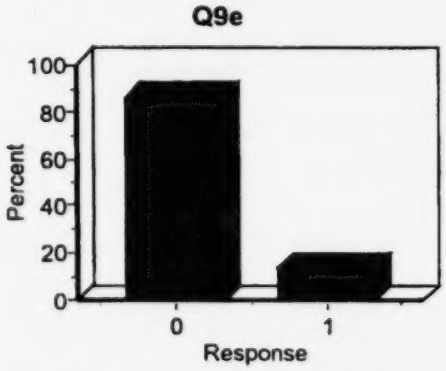
Item Analysis: Q9d

Label	Value	Frequency	Percent
0	0	776	75.93
1	1	246	24.07
Total Valid		1022	100.00



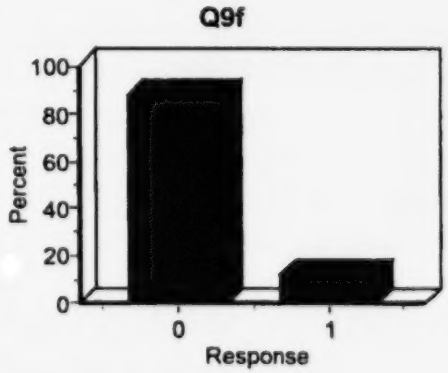
Item Analysis: Q9e

Label	Value	Frequency	Percent
0	0	885	86.59
1	1	137	13.41
Total Valid		1022	100.00



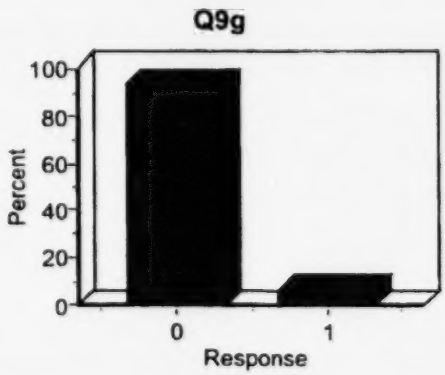
Item Analysis: Q9f

Label	Value	Frequency	Percent
0	0	896	87.67
1	1	126	12.33
Total Valid		1022	100.00



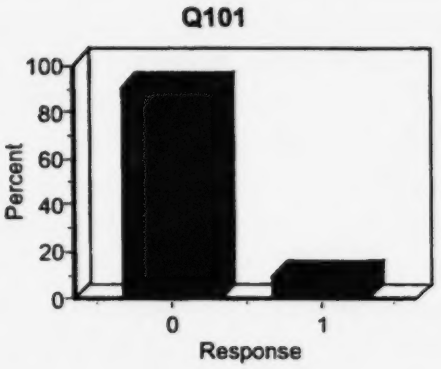
Item Analysis: Q9g

Label	Value	Frequency	Percent
0	0	957	93.64
1	1	65	6.36
Total Valid		1022	100.00



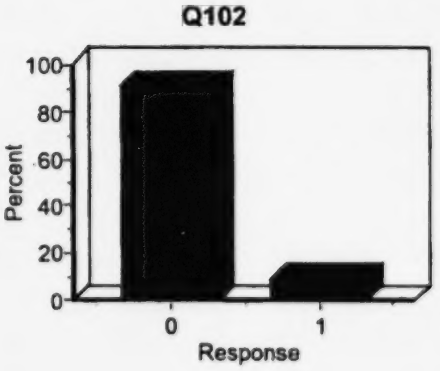
Item Analysis: Q101

Label	Value	Frequency	Percent
0	0	920	90.02
1	1	102	9.98
Total Valid		1022	100.00



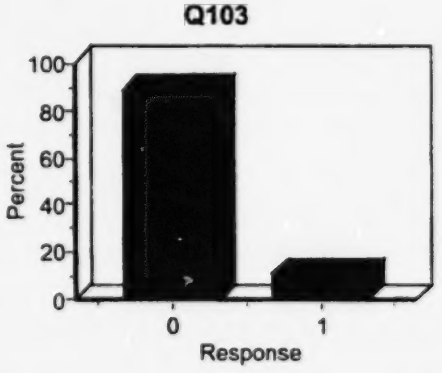
Item Analysis: Q102

Label	Value	Frequency	Percent
0	0	931	91.10
1	1	91	8.90
Total Valid		1022	100.00



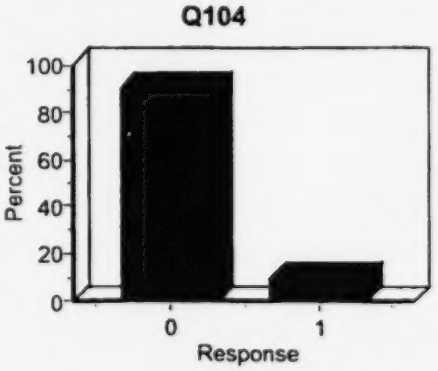
Item Analysis: Q103

Label	Value	Frequency	Percent
0	0	905	88.55
1	1	117	11.45
Total Valid		1022	100.00



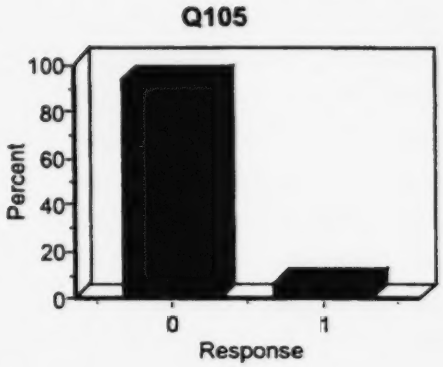
Item Analysis: Q104

Label	Value	Frequency	Percent
0	0	927	90.70
1	1	95	9.30
Total Valid		1022	100.00



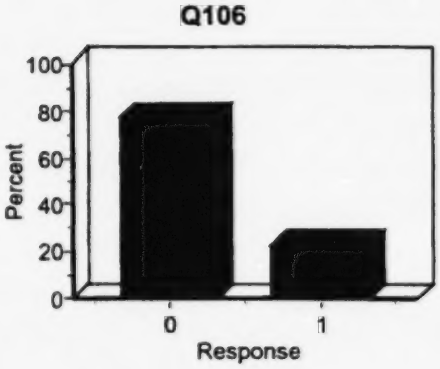
Item Analysis: Q105

Label	Value	Frequency	Percent
0	0	953	93.25
1	1	69	6.75
Total Valid		1022	100.00



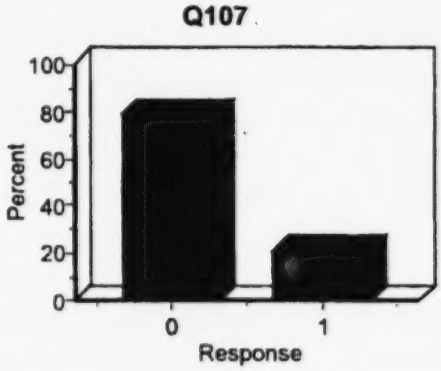
Item Analysis: Q106

Label	Value	Frequency	Percent
0	0	791	77.40
1	1	231	22.60
Total Valid		1022	100.00



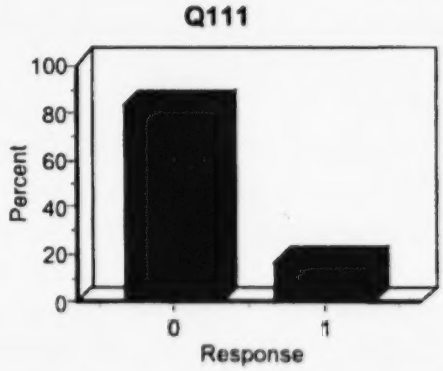
Item Analysis: Q107

Label	Value	Frequency	Percent
0	0	806	78.86
1	1	216	21.14
Total Valid		1022	100.00



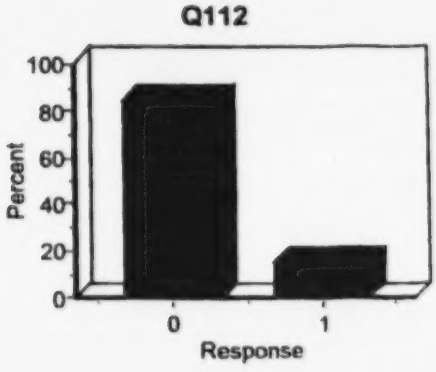
Item Analysis: Q111

Label	Value	Frequency	Percent
0	0	848	82.97
1	1	174	17.03
Total Valid		1022	100.00



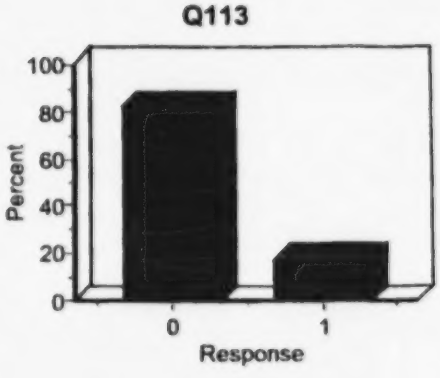
Item Analysis: Q112

Label	Value	Frequency	Percent
0	0	862	84.34
1	1	160	15.66
Total Valid		1022	100.00



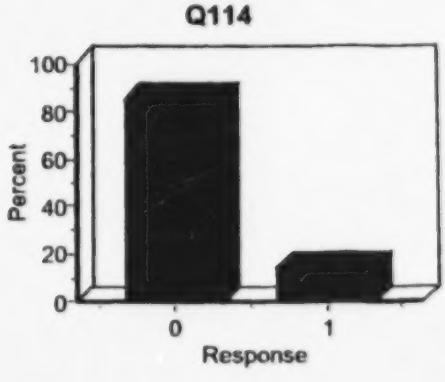
Item Analysis: Q113

Label	Value	Frequency	Percent
0	0	838	82.00
1	1	184	18.00
Total Valid		1022	100.00



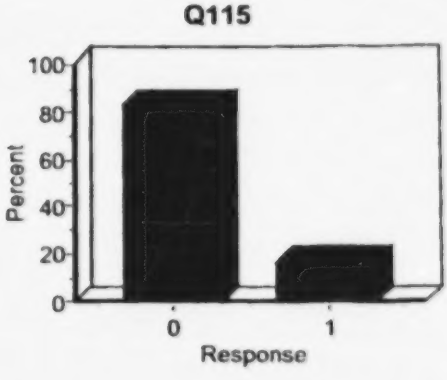
Item Analysis: Q114

Label	Value	Frequency	Percent
0	0	871	85.23
1	1	151	14.77
Total Valid		1022	100.00



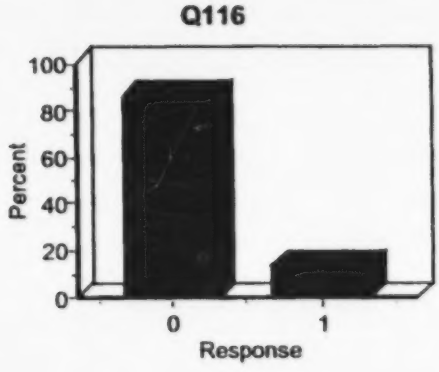
Item Analysis: Q115

Label	Value	Frequency	Percent
0	0	849	83.07
1	1	173	16.93
Total Valid		1022	100.00



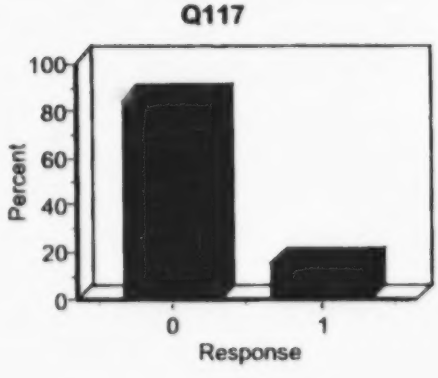
Item Analysis: Q116

Label	Value	Frequency	Percent
0	0	881	86.20
1	1	141	13.80
Total Valid		1022	100.00



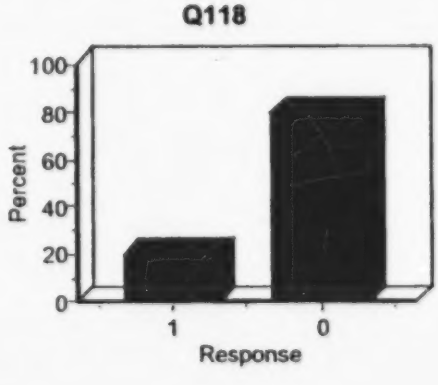
Item Analysis: Q117

Label	Value	Frequency	Percent
0	0	867	84.83
1	1	155	15.17
Total Valid		1022	100.00



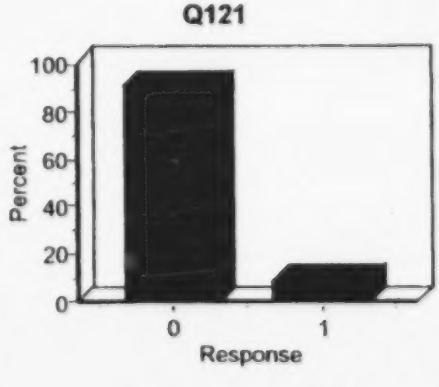
Item Analysis: Q118

Label	Value	Frequency	Percent
1	1	210	20.55
0	0	812	79.45
Total Valid		1022	100.00



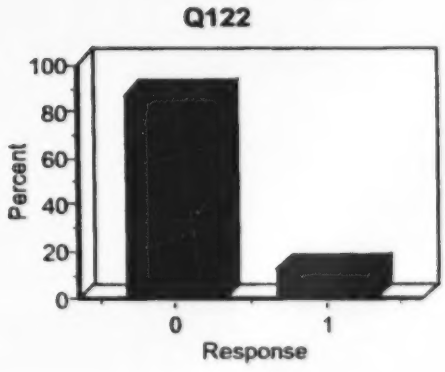
Item Analysis: Q121

Label	Value	Frequency	Percent
0	0	929	90.90
1	1	93	9.10
Total Valid		1022	100.00



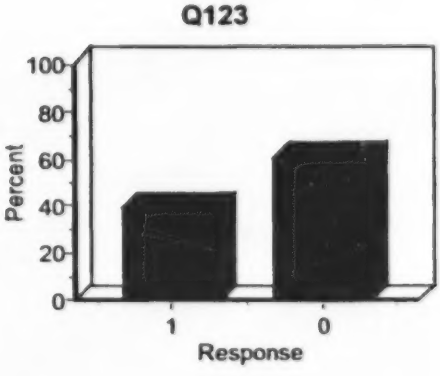
Item Analysis: Q122

Label	Value	Frequency	Percent
0	0	890	87.08
1	1	132	12.92
Total Valid		1022	100.00



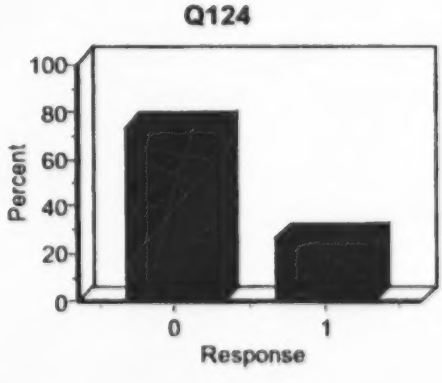
Item Analysis: Q123

Label	Value	Frequency	Percent
1	1	406	39.73
0	0	616	60.27
Total Valid		1022	100.00



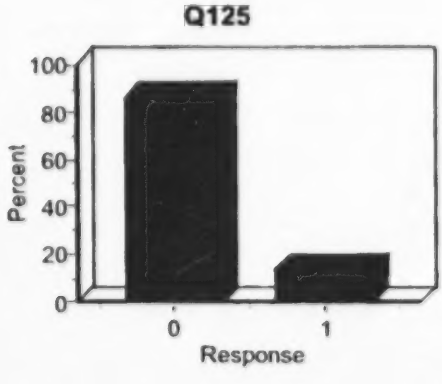
Item Analysis: Q124

Label	Value	Frequency	Percent
0	0	752	73.58
1	1	270	26.42
Total Valid		1022	100.00



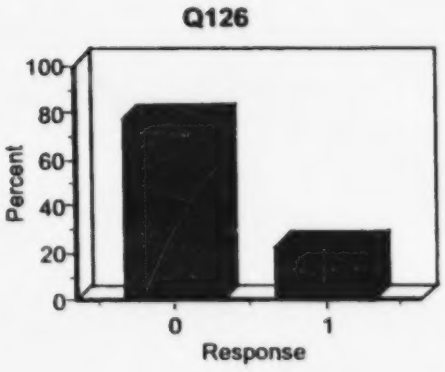
Item Analysis: Q125

Label	Value	Frequency	Percent
0	0	878	85.91
1	1	144	14.09
Total Valid		1022	100.00



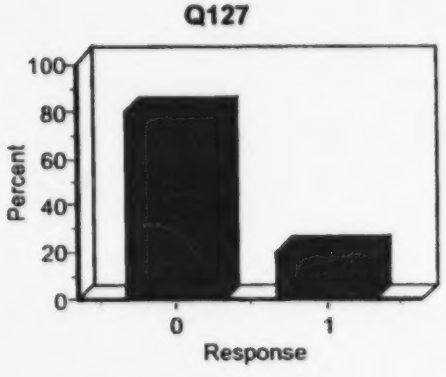
Item Analysis: Q126

Label	Value	Frequency	Percent
0	0	789	77.20
1	1	233	22.80
Total Valid		1022	100.00



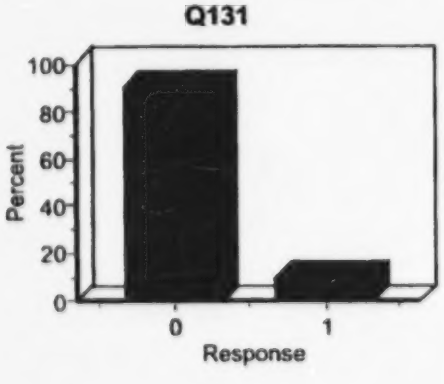
Item Analysis: Q127

Label	Value	Frequency	Percent
0	0	816	79.84
1	1	206	20.16
Total Valid		1022	100.00



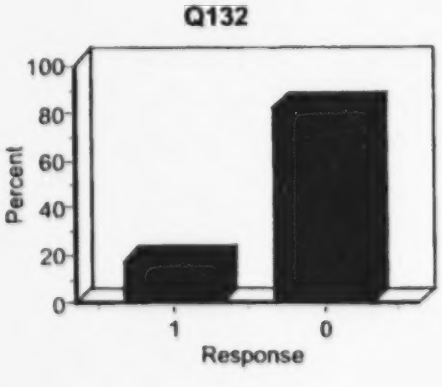
Item Analysis: Q131

Label	Value	Frequency	Percent
0	0	924	90.41
1	1	98	9.59
Total Valid		1022	100.00



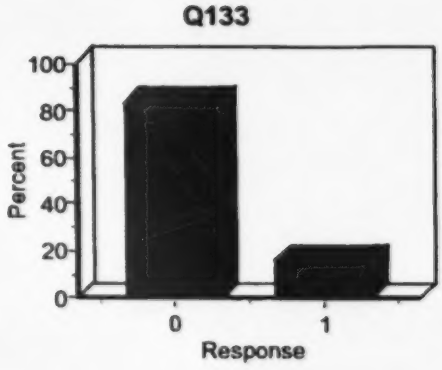
Item Analysis: Q132

Label	Value	Frequency	Percent
1	1	181	17.71
0	0	841	82.29
Total Valid		1022	100.00



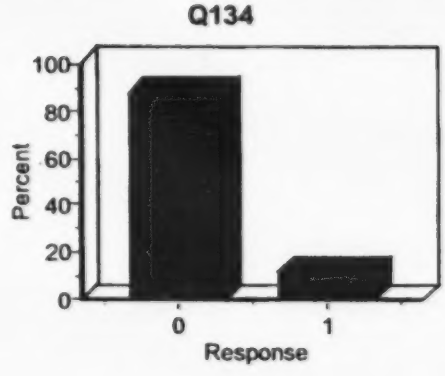
Item Analysis: Q133

Label	Value	Frequency	Percent
0	0	860	84.15
1	1	162	15.85
Total Valid		1022	100.00



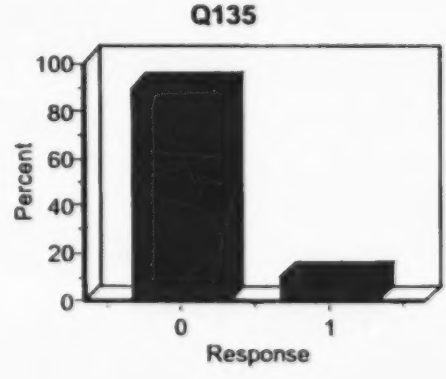
Item Analysis: Q134

Label	Value	Frequency	Percent
0	0	897	87.77
1	1	125	12.23
Total Valid		1022	100.00



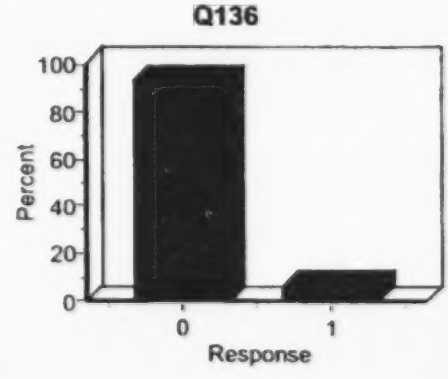
Item Analysis: Q135

Label	Value	Frequency	Percent
0	0	916	89.63
1	1	106	10.37
Total Valid		1022	100.00



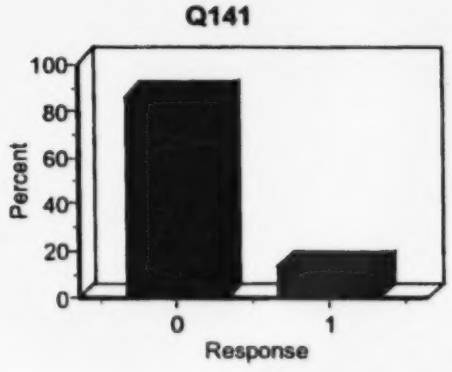
Item Analysis: Q136

Label	Value	Frequency	Percent
0	0	955	93.44
1	1	67	6.56
Total Valid		1022	100.00



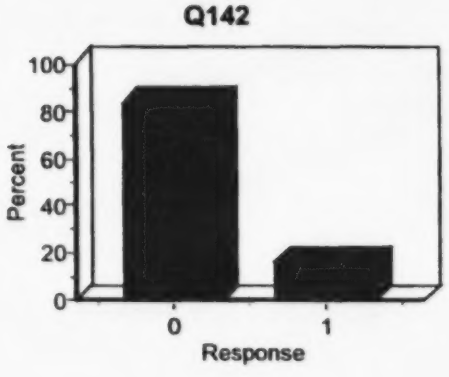
Item Analysis: Q141

Label	Value	Frequency	Percent
0	0	879	86.01
1	1	143	13.99
Total Valid		1022	100.00



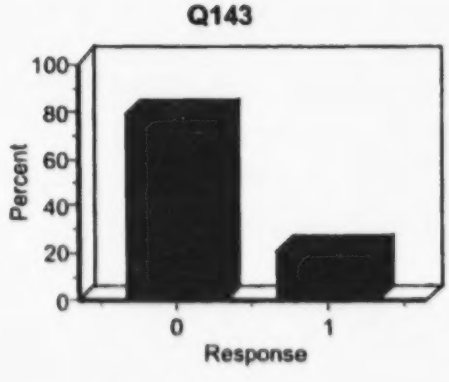
Item Analysis: Q142

Label	Value	Frequency	Percent
0	0	854	83.56
1	1	168	16.44
Total Valid		1022	100.00



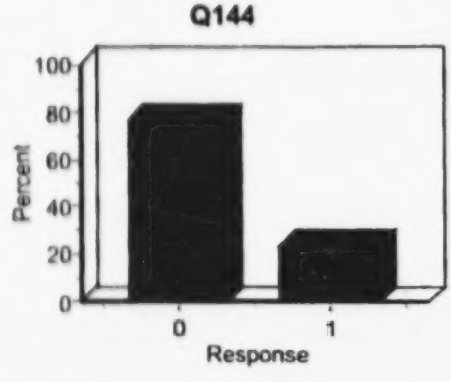
Item Analysis: Q143

Label	Value	Frequency	Percent
0	0	810	79.26
1	1	212	20.74
Total Valid		1022	100.00



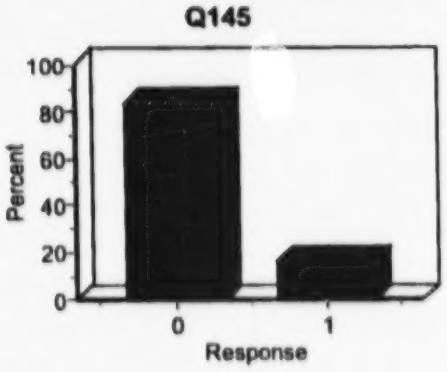
Item Analysis: Q144

Label	Value	Frequency	Percent
0	0	779	76.22
1	1	243	23.78
Total Valid		1022	100.00



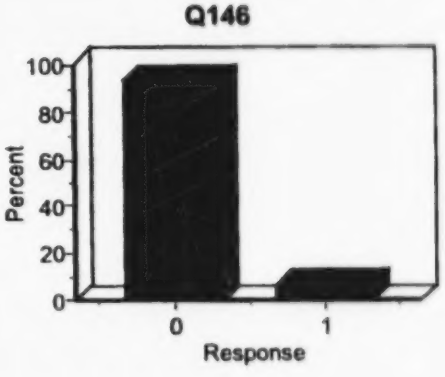
Item Analysis: Q145

Label	Value	Frequency	Percent
0	0	855	83.66
1	1	167	16.34
Total Valid		1022	100.00



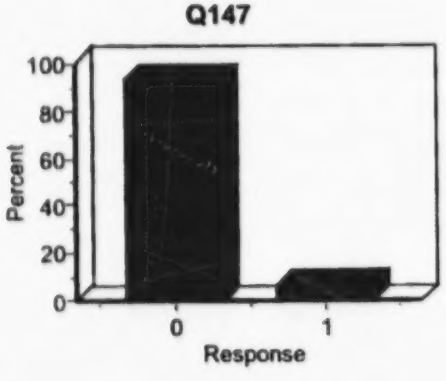
Item Analysis: Q146

Label	Value	Frequency	Percent
0	0	954	93.35
1	1	68	6.65
Total Valid		1022	100.00



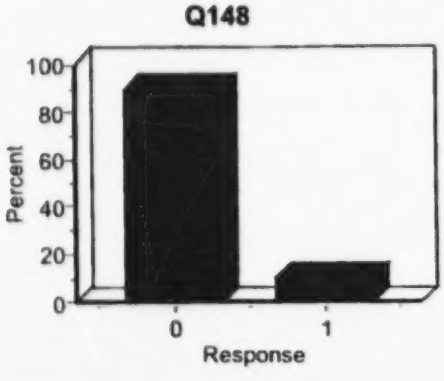
Item Analysis: Q147

Label	Value	Frequency	Percent
0	0	956	93.54
1	1	66	6.46
Total Valid		1022	100.00



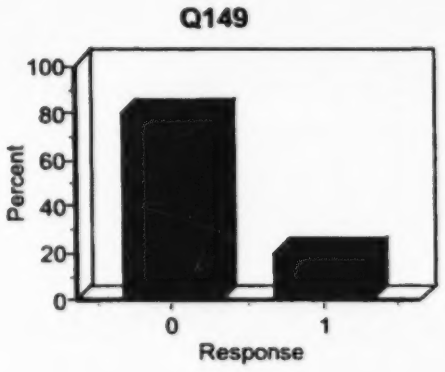
Item Analysis: Q148

Label	Value	Frequency	Percent
0	0	916	89.63
1	1	106	10.37
Total Valid		1022	100.00



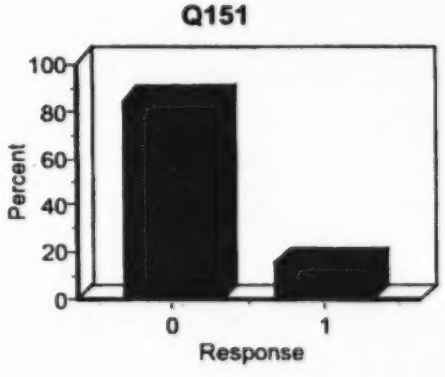
Item Analysis: Q149

Label	Value	Frequency	Percent
0	0	820	80.23
1	1	202	19.77
Total Valid		1022	100.00



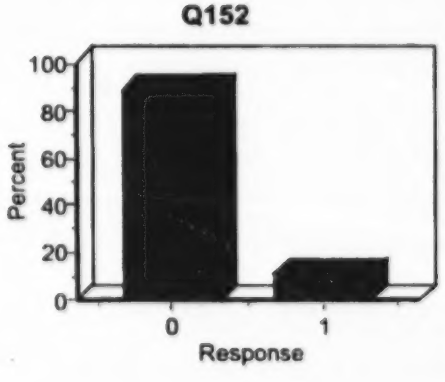
Item Analysis: Q151

Label	Value	Frequency	Percent
0	0	862	84.34
1	1	160	15.66
Total Valid		1022	100.00



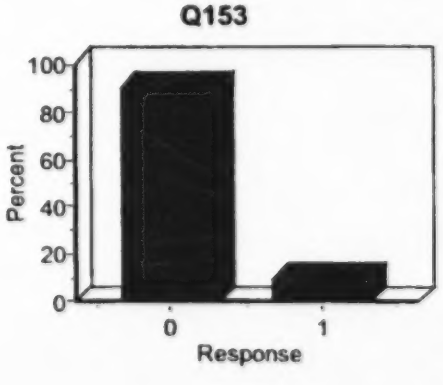
Item Analysis: Q152

Label	Value	Frequency	Percent
0	0	907	88.75
1	1	115	11.25
Total Valid		1022	100.00



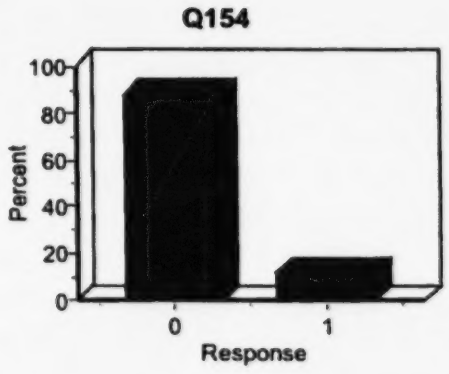
Item Analysis: Q153

Label	Value	Frequency	Percent
0	0	924	90.41
1	1	98	9.59
Total Valid		1022	100.00



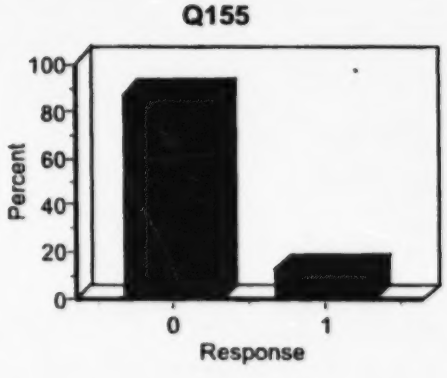
Item Analysis: Q154

Label	Value	Frequency	Percent
0	0	900	88.06
1	1	122	11.94
Total Valid		1022	100.00



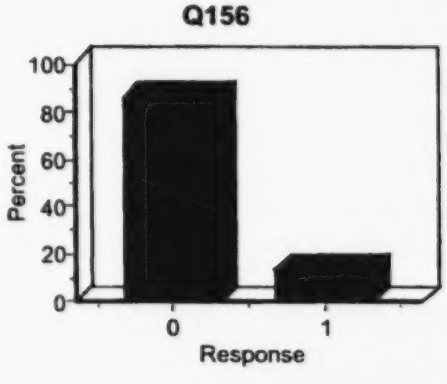
Item Analysis: Q155

Label	Value	Frequency	Percent
0	0	889	86.99
1	1	133	13.01
Total Valid		1022	100.00



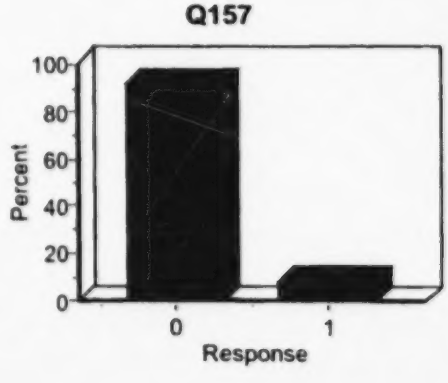
Item Analysis: Q156

Label	Value	Frequency	Percent
0	0	881	86.20
1	1	141	13.80
Total Valid		1022	100.00



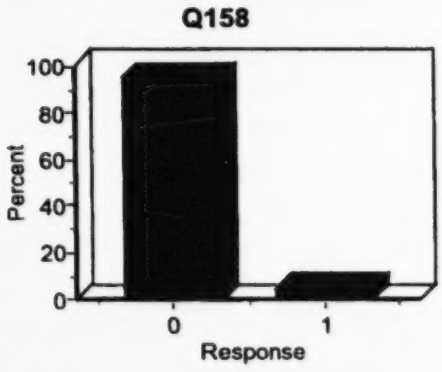
Item Analysis: Q157

Label	Value	Frequency	Percent
0	0	941	92.07
1	1	81	7.93
Total Valid		1022	100.00



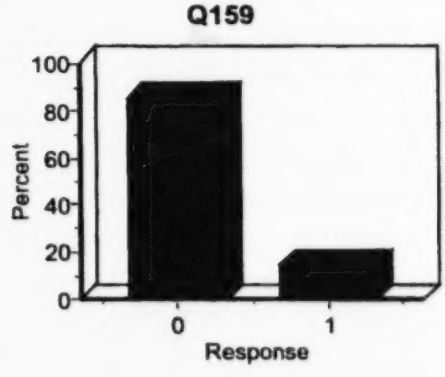
Item Analysis: Q158

Label	Value	Frequency	Percent
0	0	970	94.91
1	1	52	5.09
Total Valid		1022	100.00



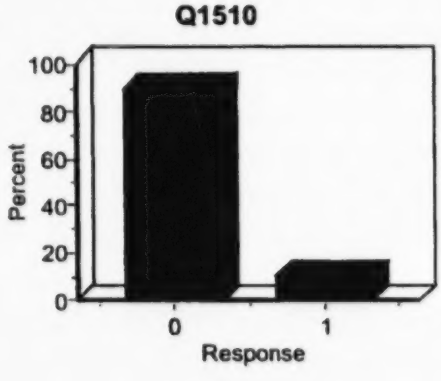
Item Analysis: Q159

Label	Value	Frequency	Percent
0	0	873	85.42
1	1	149	14.58
Total Valid		1022	100.00



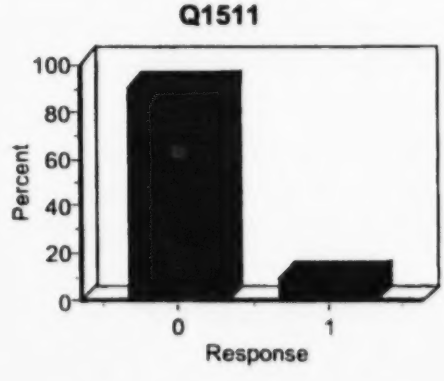
Item Analysis: Q1510

Label	Value	Frequency	Percent
0	0	915	89.53
1	1	107	10.47
Total Valid		1022	100.00



Item Analysis: Q1511

Label	Value	Frequency	Percent
0	0	925	90.51
1	1	97	9.49
Total Valid		1022	100.00



APPENDIX A

GLENDALE COMMUNITY COLLEGE NORTH

Please take a moment and let us know how we may better serve your needs.
Use a pen or pencil to completely fill in the oval next to your response.

1. What are the most convenient days / times for you to attend classes at GCC North? (Select as many as apply.)

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
7:00 – 10:00 am	○	○	○	○	○	○	○
10:00 – 1:00 pm	○	○	○	○	○	○	○
1:00 – 3:00 pm	○	○	○	○	○	○	○
3:00 – 5:00 pm	○	○	○	○	○	○	○
5:00 – 8:00 pm	○	○	○	○	○	○	○
8:00 – 10:00 pm	○	○	○	○	○	○	○

2. Which course durations would you be most interested in? (Select as many as apply.)

- ○ 2 week classes
- ○ 5 week classes
- ○ 8 week classes
- ○ 10 week classes
- ○ 12 week classes
- ○ 15 week classes

3. What is your preference to the number of times a class meets per week? (Select only one response.)

- ○ 1 time per week (2 hours and 50 minutes)
- ○ 2 times per week (75 minutes each class)
- ○ 3 times per week (50 minutes each class)

4. What is your *primary* reason for attending Glendale Community College North? (Select only one response.)

- ○ Close to home
- ○ Close to work
- ○ Course offerings
- ○ Other _____

5. How did you find out about Glendale Community College North? (Select as many as apply.)

- ○ College mailings
- ○ Newspaper ads
- ○ Familiar with / live in the area
- ○ Employer
- ○ Family member
- ○ Another student
- ○ High School
- ○ Other _____

6. Please identify which of the following reasons make it hard for you to take classes? (Select as many as apply.)

- ○ Family Responsibilities
- ○ Transportation
- ○ Child Care
- ○ Distance to Campus
- ○ Inconvenient class hours
- ○ Courses not available
- ○ Programs not available
- ○ Cost of tuition
- ○ Other _____

7. How many hours per week do you work?

- ○ Less than 10
- ○ 10-19
- ○ 20-30
- ○ 31-40
- ○ More than 40

8. Are you interested in any of the following types of counseling services?

- ○ Career counseling
- ○ Academic counseling
- ○ Personal counseling
- ○ Job referrals
- ○ On campus employment
- ○ Resume writing
- ○ Interview techniques
- ○ None

Please give us comments or suggestions that will help us to improve the GCC North Campus.

Please select the courses that are of interest to you. (Select as many as apply.)

Math

- ○ Finite Mathematics
- ○ Introductory Algebra
- ○ Intermediate Algebra
- ○ College Algebra
- ○ Brief Calculus
- ○ Calculus
- ○ Arithmetic Review

Humanities

- ○ Art History
- ○ Contemporary Cinema
- ○ Music Appreciation
- ○ Literature & Films
- ○ Dance History
- ○ World Religion
- ○ Philosophy

Computer Information Systems

- ○ MS Excel
- ○ MS Word
- ○ Creating web pages
- ○ MS PowerPoint
- ○ Internet
- ○ Windows
- ○ Graphic Art
- ○ Computer Networking

Social Behavioral Sciences

- ○ Anthropology
- ○ Economics
- ○ Psychology
- ○ Sociology
- ○ Geography
- ○ History
- ○ Communication

Occupational

- ○ Fire Science
- ○ Criminal Justice
- ○ Nursing
- ○ Child & Family Studies
- ○ EMT
- ○ Computer Aided Drafting

Personal Enrichment

- ○ Adult CPR
- ○ Aerobics
- ○ Food & Nutrition
- ○ Yoga
- ○ Stress Management
- ○ Assertiveness Training
- ○ College Study Skills
- ○ Career Development
- ○ Foreign Language

Business

- ○ Intro to Business
- ○ Human Relations in Business
- ○ Real Estate
- ○ Marketing
- ○ Accounting
- ○ Small Business Mgt
- ○ Legal, Ethical/Reg Issues
- ○ Business English
- ○ Management
- ○ Business Statistics
- ○ Finance

Please indicate any courses that are of interest to you and not on the list above

_____

_____

_____

_____

_____

_____

_____

APPENDIX B

Remarks about the study:

The samples selected for the GCC North student survey came from the Spring 2003 semester. A total of 1,459 surveys were distributed. This figure represented an unduplicated headcount for the Spring 2003 semester. Instructors were asked to administer and collect the surveys during their class period. A total of 1,022 were completed and returned.

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Signature: x Dee Dee Denslow MCP

Printed Name/Position/Title: x Dee Dee Denslow GCC North Coordinator

Michael Petrowsky Professor of Economics

Organization/Address: Glendale Community College, 6000 W. Olive Avenue, Glendale, AZ 85302

Telephone: 623-845-4001 FAX: 4010

E-Mail Address: deedee.denslow@gc mail.maricopa.edu

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